SIUe

Syllabus for PSYC 495-001
Introduction to School Psychology
Department of Psychology
Spring 2022
Mondays & Wednesdays, 1:30 – 2:45 pm
Meeting Location: Alumni Hall 0401

About the Instructor

Name: Sarah Conoyer   Office Location: Alumni Hall, Room 0136
Phone: 650 – 3569   Office Hours: Wed 12:00 – 1:30 pm or by appt
Email: sconoye@siue.edu

About the Course

Course description

This seminar style course will use lecture, discussions, and problem solving activities to introduce theories and research that guide school psychology practice, and practical knowledge of how school psychology activities are conducted. Specifically, this course will discuss domains of practice such as assessment, consultation, intervention, collaboration with families, and culturally responsive practices for children and adolescents. There will be an emphasis on how school psychologists provide these supports in school and community settings with a focus on multi-tiered systems of support in the area of academics, behavior, mental health, social emotional learning, prevention, and intervention. This course will also concentrate on various pathways to consider when exploring future careers in the area of school psychology.

Course textbooks

Grapin, S. L., & Kranzler, J. H. (Eds.). (2018). *School psychology: Professional issues and practices*. New York, NY: Spring Publishing Company.

Other course materials

Supplemental readings will be made available online in blackboard or in class

Course goals and objectives. Students will:

(1) Become aware of the broad domains of competence necessary for school psychologists. They will participate in readings, class discussions/activities, media, and written work concerning their observations and reactions. **Course Connections:** Guest Lectures, Class Activites, Comprehensive Reflections
(2) Develop a beginning knowledge of theories and practice of school-based assessment and treatment in the areas of behavior, social emotional learning and academics skills. **Course Connections:** Guest Lectures, Class Activites, Comprehensive Reflections
(3) Develop an understanding of how to become a school psychologist and career pathways available within the specialization of school psychology. **Course Connections:** Guest Lectures, Class Activites, Comprehensive Reflections.
(4) Develop a beginning knowledge of social justice and how this relates to the field of school psychology and school based practices. **Course Connections:** Guest Lectures, Class Activites, Comprehensive Reflections
(5) Work in teams to study and make a timeline related to a current school psychology topic that is of interest to them and to consider historical underpinning of contemporary issues facing school psychologists. Additional material will be presented in class lectures. **Course Connections**: Timeline Development Project.

Course Assignments

Comprehensive Reflections (150 pts total). There will be two comprehensive reflection papers throughout the semester. These papers will be written in APA 7th Edition format. That is they are required to have a Title page, Answers that Address Each Section Outlined Below, and a Reference Page. These reflections will be graded on **three specific things**:

(1) <u>Section 1: What Do you Know?</u> General reflection on the readings, course activites, and guest speakers
   a. Prompt: How has your knowledge on school psychologist changed since our first class meeting (reflection #1) or since the midterm (reflection #2)? Discuss what you know now based on course materials (you do know things!)
   b. Accuracy will include the student providing at a **minimum of three takeaways** from the assigned materials or course content
   c. Cite source in text (e.g. course notes, Book Chapters, and Guest Lectures) using APA style

(2) <u>Section 2: What Do You Want to Learn More About and Why?</u>
   a. Prompt: What are additional questions that you have come across while completing the readings, engaging in class discussions, listening to guest lectures?
   b. Accuracy will include the student providing at a **minimum two questions** (there is always something to learn!) These can be listed in a bulleted format but students need to introduce the question by discussing their thinking leading up to it and discuss why it is of interest to them.
   c. Cite source in text (e.g. course notes, Book Chapters, and Guest Lectures) using APA style

(3) <u>Section 3: What Did You Learn And Can You Apply It?</u>
   a. Prompt: How can the course materials be applied to your professional and/or future goals? ("Don't just read, absorb" [quote by R.T.B] —pointless readings will not be assigned - you *should* always be able to apply what you learn).
   b. Accuracy will include the student providing at a **minimum of one general application of concepts learned in the course to their future work in a professional setting**
   c. Cite source in text (e.g. course notes, Book Chapters, and Guest Lectures) using APA style

Class Activities (CA; 100 pts) – Ten in-class activities will be conducted throughout the semester to enhance your learning of course material. There is a bonus activity for extra credit. Please see course schedule for dates. Each activity will be worth 10 points, specific activity requirements will be shared either in class, via zoom, or on Blackboard on the date they are assigned. **In class activities are mostly experiential and/or group activities and therefore cannot be made up once they have occurred. An alternative assignment may be completed only if the instructor is made aware prior to the absence. Please make every effort to attend on activity days.**

Timeline Development Project (TDP; 150 pts) - Working in teams of 3-4 individuals, students will review research literature and media around a chosen topic in school psychology. A list of topics will be provided in class. These topics will be analyze through the creation of an online timeline using Padlet [www.padlet.com]. Class time will be dedicate for group work components. Grades will be given based on individual work within the group. Details of the assignment and a rubric will be posted on blackboard. **Please see the course calendar for due dates associated with this assignment.**

Course Requirements

Submitting work

Any **written assignment** must be completed and submitted via Blackboard by the beginning of the class period that they are due (i.e. 1:30 pm)**. The instructor reserves the right to determine the appropriate number of points to deduct from work turned in late. Students are responsible for anticipating that technology can often fail and should be in communication with the instructor if necessary, PRIOR to the deadline.** Any assignments turned in via email past the beginning of the class period that they are due will be considered late. You are encouraged to confirm that your assignment has been received via blackboard.

Grading

Your grade is based on the total number of points you earn.

Assignments	Points
Comprehensive Reflections (150 pts each)	300 points
Class Activities (10 pts each)	100 points
Timeline Development Project	150 points
Total	**550 points**

*Grading scale**

A: 495+

B: 440 – 494

C: 385 – 439

D: 330 – 384

*F: < 329

*Grades will not be rounded up or curved.

Grading rubric[s]

All rubrics will be provided on blackboard related to the comprehensive reflections and Timeline development project.

Feedback and grading timeline

Class activity grades will be posted within 48 hours of the due date. Other assignments may take longer to grade. You can find your grade by clicking the My Grades link on the left menu of the Blackboard course. If there is a rubric attached to the assignment, you can click your score to see my personal feedback on the rubric.

Late or Missed Assignments

Any late work will be subject to an initial point deduction off the total possible points to be earned (in the range of 5 to 10% of the total point value), and smaller subsequent point deductions will be applied for each day that the assignment is not turned in after the due date. Excused absences that occur early in the semester do not excuse tardiness in submitting work later in the semester**.**

Attendance

You are expected to attend all classes. Thus, if you miss a class, it is your responsibility to obtain lecture material and understand the contents covered in class. If you need clarification on any of the material, I would be happy to meet with you during office hours (or other appointment times). All the classes will start promptly on time and you are expected to come to class on time (unless you have notified me in advance that you will be late).

Participation

It is vitally important that our classroom environment promote the respectful exchange of ideas, including being sensitive to the views and beliefs expressed during online discussions. Your success in this course will depend on your communication, consistent engagement and active participation in all course activities. Success in this course requires that adhere to the deadlines given below as you complete assignments, discussions, and other course activities. Timely participation in online discussions is very important and is not optional. You are expected to post and reply to discussions in a timely manner consistent with the requirements contained within the course syllabus and discussion rubric.

Technology

- This course will use Blackboard (https://bb.siue.edu) as the primary vehicle for disseminating class materials. Announcements, updates, grades, and other important course information will be posted to Blackboard. It is your responsibility to regularly check this course's Blackboard website throughout the semester. All assignments will be turned in on Blackboard (when applicable) unless otherwise instructed to do something differently by the instructor of this course.
- *Socrative* is an electronic response systems that we will often use during class time and for reading reviews. In order to be prepared for class please bring fully charged a laptop or cell phone to class. If using a laptop, please visit https://b.socrative.com/login/student/ or if using a cell phone please download the Socrative Student app from Apple, Chrome webstore, or Google Play. ***If you need a technological device please let me know and I will make arrangements.**
- I know that some of you prefer to take notes on your laptops, which is fine. However, please refrain from being on non-class related websites (e.g., Facebook, Twitter, Google chat, Amazon). Also, please take out headphones and earphones when in class. Such behaviors may result in me asking you to leave the classroom and will negatively affect your attendance grade.

Course and University policies

Communication and Email

All Students should activate and regularly check their SIUE e-mail account and Blackboard accounts associated with this class. All class communication will be done through these two platforms. I **WILL NOT** send communication about the class to personal email accounts. When emailing please put the Course Number in the Subject Line of the Email, for example PSYC 421: Question about Assignment. All emails will be returned in 48 hours unless I notify you otherwise. ****See Email Policy at the end of the Syllabus**

Professional Conduct

Students are expected to conduct themselves as mature and responsible adults while enrolled in this course. Be cognizant that side conversations in class can be distracting to the instructor and your classmates. Please show respect for others when they speak. Behavior meant to demean or belittle a class member will not be tolerated. Also, student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated.

Academic integrity/plagiarism

Plagiarism is the use of another person's words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, or dismissal from the University, per the SIUE academic dishonesty policy. Students are responsible for complying with University policies about academic honesty as stated in the University's Student Academic Conduct Code.

APA Format in Written Work

- Students are expected to be familiar and/or to familiarize themselves with APA standards for citations and references, per the 7th edition of the Publication Manual of the American Psychological Association.

A lack of knowledge of appropriate citation and referencing format will not excuse you from point deductions from written assignments due to errors, or from disciplinary action in the case of plagiarism.

- If you would like additional instruction in the use of APA format, please see me during office hours, or seek out the resources described below.
- Students who require additional assistance in writing in the areas of grammar and/or organization are strongly encouraged to seek out additional assistance. University-based services for assisting students with professional writing include the Writing Center (http://www.siue.edu/lss/writing/index.shtml), which also provides workshops in APA style.

Department of Psychology Writing Policy

As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well);
- verb tense consistency;
- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors;
- properly formatted paper including headings, citations and references, per the 7th edition of the APA manual.

This is by no means an exhaustive list of basic writing skills, but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (http://www.siue.edu/is/writing) or utilize one of the many online resources they have identified to help students (http://www.siue.edu/lss/writing/resources.shtml).

If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you (see below for the specific policy for this class).

- **The penalty for unacceptable writing in this class is as follows: If more than three writing errors are found on any one page of a written assignment, grading will cease, and the student's paper will be returned with a grade equal to 50% of the total point value for the assignment.**

Turnitin

This course will utilize the Turnitin plagiarism detection software for the midterm and final exams. A Turnitin link will be available anywhere written work is to be submitted in the course. Find out more about using Turnitin.

Department of Psychology Policy on Incomplete Grades and Withdrawal
All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see http://www.siue.edu/policies/1j1.shtml). The granting of a grade of I (Incomplete) is not automatic. It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework before the deadline for grade submission. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from I to F.

The Psychology Department's Policy on Plagiarism
Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (http://www.siue.edu/policies/3c2.shtml). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (http://www.siue.edu/policies/1i6.shtml). The University policy discusses additional academic sanctions including suspension and expulsion from the University.

COVID-19 Pandemic Policies Related to Classroom Instruction (Spring 2022)
Health and Safety
The measures outlined below are <u>required</u> and any student who does not comply may be in violation of the *COVID-19 People-Focused Health and Safety Policy*, as well as the University's *Student Code of Conduct*.
The full text of the *COVID-19 People-Focused Health and Safety Policy* can be found here: https://www.siue.edu/policies/Covid.shtml

Classrooms, Labs, Studios, and Other Academic Spaces
While in the classroom, lab, studio, or other academic spaces, students (regardless of vaccination status) shall wear face coverings that fully cover the nose and mouth and practice physical distancing measures to the extent practicable based on the specific classroom capacity and pedagogy. Classroom furniture should not be rearranged, and furniture that has been taped off or covered should not be used.

Students who forget to wear a face covering will be reminded of their obligation to comply with SIUE's *COVID-19 People-Focused Health and Safety Policy* and temporarily asked to leave the class until they are able to conform to the policy. Students who forget or lose their face coverings may be able to obtain replacements from a friend, a faculty member, or a nearby departmental office. Face coverings are also available for purchase in the Cougar Store (MUC).

Students who refuse to wear a face covering will be asked to leave the classroom and referred to the Dean of Students for non-compliance with community health and safety protocols. Repeated non-compliance may result in disciplinary actions, including the student being administratively dropped from an on-ground/face-to-face course or courses without refund if no alternative course format is available.

If a student has a documented health condition which makes wearing a face covering medically intolerable, that student should contact ACCESS to explore options with the understanding that ACCESS will not grant accommodations which excuse the need for a face covering while on campus or in the classroom. ACCESS will work with qualifying individuals to find reasonable alternatives, whenever such solutions are available. Please call or contact the ACCESS Office via email to schedule an online appointment to discuss potential alternatives. ACCESS office (Student Success Center, Room 1203, 618-650-3726, and myaccess@siue.edu).

General Health Measures
At all times, students should engage in recommended health and safety measures, which include:
- Conducting a daily health assessment. If you have COVID-19 symptoms, but not yet tested positive, have had COVID-19 close contact exposure, or are COVID-19 diagnosed as presumptive or confirmed positive, stay home and contact your health provider or SIUE Health Service at cougarcare@siue.edu or 618-650-2842. More information on reporting procedures is available here.
- Frequent washing or disinfecting of hands.
- Physical distancing.
- Face masks or face coverings that cover the nose and mouth are required in indoor public spaces regardless of the ability to maintain physical distance. Indoor public spaces include common spaces or community settings that anyone can access, such as reception areas with walk-in access, restrooms, hallways, classrooms, teaching and research laboratories, as well as common spaces in residence halls, conference rooms, lobbies, and break rooms.
- If present, adhere to directional signs and traffic flow patterns in buildings and offices. In many spaces, doors for entering and exiting buildings are designated.

Academic Integrity
Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here: https://www.siue.edu/policies/3c2.shtml.

Recordings of Class Content
Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness or quarantine. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here: https://www.siue.edu/policies/3c1.shtml.

Potential for Changes in Course Schedule or Modality
As the COVID-19 pandemic continues, there remains a possibility that planned classroom activities will need to be adjusted. Depending on circumstances and following state-issued recommendations, potential changes include changes in course modality (e.g., transition from face-to-face to online) or in course scheduled meetings. These changes would be implemented to ensure the successful

completion of the course. In these cases, students will be provided with an addendum to the class syllabus that will supersede the original version.

Services for Students Needing Accommodations
It is the policy and practice of Southern Illinois University Edwardsville to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content or the use of non-captioned videos—please contact Accessible Campus Community and Equitable Student Support (ACCESS) as soon as possible. In order to properly determine reasonable accommodations, students must register with ACCESS either online at siue.edu/access or in person in the Student Success Center, Room 1203. You can also reach the office by emailing us at myaccess@siue.edu or by calling 618-650-3726. If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

Diversity and Inclusion
SIUE is committed to respecting everyone's dignity at all times. In order to learn, exchange ideas, and support one another, our virtual and physical classrooms must be places where students and teachers feel safe and supported. Systems of oppression permeate our institutions and our classrooms. All students and faculty have the responsibility to co-create a classroom that affirms inclusion, equity, and social justice, where racism, sexism, classism, ableism, heterosexism, xenophobia, and other social pathologies are not tolerated. Violations of this policy will be enforced in line with the SIUE Student Conduct Code. The Hub https://www.siue.edu/csdi is an excellent resource for students for support and community. Any person who believes they have experienced or witnessed discrimination or harassment can contact Ms. Jamie Ball, Director in the Office of Equal Opportunity, Access and Title IX Coordination at (618) 650-2333 or jball@siue.edu. There is also an online form for reporting bias incidents at https://cm.maxient.com/reportingform.php?SIUEdwardsville&layout_id=10.

Additional Support
Academic Services
As an enrolled SIUE student, you have a variety of support available to you, including:
- Lovejoy Library Resources
- Academic Success Sessions
- Tutoring Resource Center
- The Writing Center

If you find that you need additional support, please reach out to me and let me know.

Cougar Care
Dealing with the fast-paced life of a college student can be challenging, and I always support a student's decisions to prioritize mental health. Students have access to counseling services on campus (Student Success Center, 0222). Make an appointment by visiting cougarcare.siue.edu or by calling 618-650-2842.

Technical Support
Contact ITS at 618-650-5500 or at help@siue.edu with any technical concerns. You can also check the functionality of University systems, including Blackboard, at the ITS System Status page, or search the ITS Knowledge Base for various how-to and troubleshooting guides.

Course Schedule:

Day	Date	Topic & Readings		Activity/Assignment
M	*1/10*	*Zoom Class: Course Introduction & Syllabus Review*		*CA1: Syllabus Scavenger Hunt*
W	*1/12*	*Zoom Class: What is School Psychology?*	*Ch 1* YoutubeVideo	
M	1/17	Martin Luther King Day **- No Class**		
W	1/19	Mental Health Professionals in Schools – where do School Psychologists fit in?	NASP Prof Std YouTube Video	
M	1/24	What is the history of school psychology?	Ch 2	TDP Assigned
W	1/26	Masters, Specialist, and PhD Programs, Oh My!	Ch 3 NASP Resource	**CA2:** Program Investigations
M	1/31	*Guest Graduate Student Panel (modality TBA)*		**CA3:** Exit Ticket
W	2/2	Multicultural Considerations	Ch 4	**TDP:** Checkpoint 1 due
M	2/7	Multicutlural Considerations	SchoolPsychSistah Podcast #11 Intersectionality	**CA4:** Podcast Discussion
W	2/9	Ethical and Legal Foundations	Ch 5 NASP Prof Std	
M	2/14	Alphabet Soup: IDEA, IEPs, 504s,	Categories of Disabilities Under IDEA & others on BB	
W	2/16	Group Work Day – **No Class Meeting**		**TDP:** Checkpoint 2 due
M	2/21	Multi-Tiered Systems of Support	Ch 7	
W	2/23	Multi-Tiered Systems of Support	Loftus-Rattan et al. (2021)	**CA5:** Article Discussion
M	2/28	*Zoom Guest Lecture: Emily Gnaedinger, PhD, NCSP, School Psychologist @ Edwardsville Distict 7*		**CA6:** Exit Ticket
W	3/2	Midterm - *Comprehensive Reflection #1 due on BB @ 11:00 pm*		
	3/7 & 3/9	**Spring Break**		
M	3/14	Assessment & Evaluation Overview	Ch 6	
W	3/16	Social, Emotional, Behavioral Assessment & Intervention (Tier 1)	Ch 9 NASP Statements on BB	
M	3/21	*Zoom Guest Lecture: DeMarquis Hayes, PhD, LP, NCSP Assistant Dean @ Texas A&M -Commerce*		**CA7:** Exit Ticket
W	3/23	Group Work Day – **No Class Meeting**		**TDP:** Checkpoint 3 Due
M	3/28	Social, Emotional, Behavioral Intervention (Tiers 2 & 3)	Youtube Video	
W	3/30	Academic Assessment & Intervention	Ch 8	
M	4/4	Academic Assessment & Intervention	Didion & Toste (2021)	**CA8:** Article Discussion
W	4/6	Consultation & Problem Solving	Ch 11	**TDP:** *Project Due*
M	4/11	Systems Level Change & Program Eval	Ch 12	
W	4/13	*Zoom Guest Lecture: Carlota Rodelo, EdS, NCSP, School Psychologist @ Barrington District 220*		**CA9**: Exit Ticket
M	4/18	Advocacy	Rogers et al, 2020 Policy Playbook	Proposed Bills
W	4/20	Guest Lecture In Person - McKenney Lab Panel to discuss Advocacy and Social Justice Research		**CA10:** Exit Ticket
M	4/25	Group Work Day – **No Class Meeting**		**TDP:** *Refection Post Due*
W	4/27	What Comes Next? How will you shape the field?	Changing Education Paradigms Ch 13	**CABonus:** SP Futures Activity
M	5/2	Final - *Comprehensive Reflection #2 on BB* **Due @ 1:40 pm**		

Subject to change notice

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.

Email Policy

The ability to send a brief, on-topic email is a professional skill that you will likely use for the rest of your career. Here are a few illustrative examples of emails to which I will and will not respond. **Emails I will answer:**
"Dr. Conoyer,
I'm a little worried about getting my midterm/final done in time for the deadline. I'm working 30 hours a week and I was planning on working on the paper this weekend, but my aunt just passed away and I'm going to have to go to Kansas City for the funeral this weekend. Can I come talk to you in office hours about this?" -Student"

 "Dr. Conoyer- I know the midterm is due tomorrow, but I am having trouble with getting my paper uploaded via blackboard. I have called the IT office, restarted my computer, and have asked a friend for help but am still having trouble getting it to work. Is this something I can send to you via email?
Thanks, Student"

"Dr. Conoyer – I'm sorry to have to do this, but I'm going to have miss class today. My car broke down this morning and I live in St. Louis, and I have no other way to get to campus. I know I can't make up the quizzes that I missed today, but I have a few questions about the chapters we read today. Can I set up an appointment to talk with you?"
Sincerely- Student"

Emails I will **NOT answer**:
"hey, what do I need for the class activity/review/etc today?"

"Dr. Conoyer- I had a really bad fight with my roommate last night and I've been crying my eyes out all night. I just know that, even if I did come to class today, I wouldn't even be paying attention anyway. To make it all worse, I'm totally stressed over my grad school applications, and I have three different meetings this week for my on-campus clubs, and I really need a mental health day! Anyway, I just can't make it to class. Would you mind emailing me the slides for today's lecture? I don't want all this stress to affect my grade."

There are several issues with this email, but the most concerning are the overwhelming divulgence of personal details and the lack of responsibility for oneself. That being said, any time you are facing an overwhelming number of life stressors, don't hesitate to make your professors aware of the situation as professionally as possible, as well as seek out appropriate resources, such as Counseling Services - (618) 650-2842.

If you send me email that is inadequately punctuated, capitalized, incoherent, rude, otherwise unprofessional or is a question that has an answer clearly outlined in the syllabus, I won't respond. If you don't hear back from me within 48 hours, or by the end of the day on Monday if you emailed me over the weekend, assume that the email was improperly formatted, and try again.